***Murray County Schools***



***5th Grade ELA Pacing Guide***

***2019-2020***

* Thoughtful and effective ***planning*** throughout the school year is crucial for student mastery of standards.
* Reading Informational Text (RI) standards should not only be addressed in Reading, but in Science and Social Studies as well.
* Writing opportunities should be included in all content areas.
* Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire

school year (e.g., explicit instruction, learning centers, Tier I, II, and II etc.).

***NOTE: Some standards appear in multiple grading periods.***

|  |  |  |  |
| --- | --- | --- | --- |
| **First Eight Weeks** | **Second Eight Weeks** | **Third Eight Weeks** | **Fourth Eight Weeks** |
| **Literature****GSEL.5.1** – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**GSEL.5.3** – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **Informational Text****GSERI.5.1** – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**GSERI.5.2** – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**GSERI.5.3** – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**GSERI.5.8** – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**Foundational Skills****GSERF.5.3** – Know and apply grade-level phonics and word analysis skills in decoding words.**GSERF.5.3a** – Use combined knowledge of all letter-sound correspondences, syllabication patters, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**GSERF.5.4** – Read with sufficient accuracy and fluency to support comprehension.**GSERF.5.4a** – Read on-level text with purpose and understanding.**GSERF.5.4b** – Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**GSERF.5.4c** – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**Language****GSEL.5.2** – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**GSEL.5.2a** – Use punctuation to separate items in a series.**GSEL.5.2b** – Use a comma to separate an introductory element from the rest of the sentence.**GSEL.5.2c** – Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).**GSEL.5.2d** – Use underlining, quotation marks, or italics to indicate titles of works.**GSEL.5.2e** – Spell grade-appropriate words correctly, consulting references as needed.**GSEL.5.4** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.**GSEL.5.4a** – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.**GSEL.5.4b** – Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).**Speaking and Listening****GSESL.5.1** –Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others’ ideas and expressing their own clearly.**GSESL.5.1a** – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**GSESL.5.1b** – Follow agreed-upon rules for discussions and carry out assigned roles.**GSESL.5.1c** – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**Writing****GSEW.5.3** – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**GSEW.5.3a** – Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.**GSEW.5.3b** – Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.**GSEW.5.3c** – Use a variety of transitional words, phrases, and clauses to manage the sequence of events.**GSEW.5.3d** – Use concrete words and phrases and sensory details to convey experiences and events precisely.**GSEW.5.3e** – Provide a conclusion that follows from the narrated experiences or events.**GSEW.5.4** – Produce clear and coherent writing in which the development and organization are appropriate to talk, purpose, and audience.  | **Literature****GSEL.5.4** – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and smiles.**GSEL.5.5** – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**GSEL.5.2** – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**Informational Text****GSERI.5.4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.**GSERI.5.5** – Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts.**Language****GSEL.5.1** – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**GSEL.5.1a** – Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.**GSEL.5.1b** – Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.**GSEL.5.1c** – Use verb tenses to convey various times, sequences, states, and conditions.**GSEL.5.1d** – Recognize and correct inappropriate shifts in verb tense.**GSEL.5.1e** – Use correlative conjunctions (e.g., either/or, neither/nor).**GSEL.5.4c** – Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**GSEL.5.5** – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**GSEL.5.5a** – Interpret figurative language, including similes and metaphors, in context.**GSEL.5.5b** – Recognize and explain the meaning of common idioms, adages, and proverbs.**GSEL.5.5c** – Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.**Speaking and Listening****GSESL.5.1d** – Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**GSESL.5.2** – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Writing****GSEW.5.2a** – Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**GSEW.5.2b** – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**GSEW.5.2c** – Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).**GSEW.5.2d** – Use precise language and domain-specific vocabulary to inform about or explain the topic.**GSEW.5.2e** – Provide a concluding statement or section related to the information or explanation presented.**GSEW.5.5** – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-5).  | **Literature****GSEL.5.6** – Describe how a narrator’s or speaker’s point of view influences how events are described.**GSEL.5.9** – Compare and contrast stories in the same game (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**Informational Text****GSERI.5.6** – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**GSERI.5.9** – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**Language****GSEL.5.3** – Use knowledge of language and its conventions when writing, speaking, reading, or listening.**GSEL.5.3a** – Expand, combine, and reduce sentences for meaning, reader or listener interest, and style.**GSEL.5.3b** – Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.**Speaking and Listening****GSESL.5.3** – Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**GSESL.5.4** – Report on a topic or text or present an option, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**Writing****GSEW.5.1** – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**GSEW.5.1a** – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.**GSEW.5.1b** – Provide logically ordered reasons that are supported by facts and details.**GSEW.5.1c** – Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).**GSEW.5.1d** – Provide a concluding statement or section related to the opinion presented.**GSEW.5.6** – With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.**GSEW.5.8** – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.**GSEW.5.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.**GSEW.5.9a** – Apply Grade 5 Reading standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact] ).**GSEW.5.9b** – Apply Grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s] ).**GSEW.5.10** – Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes and audiences. | **Literature****GSEL.5.7** – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).**GSEL.5.10** – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.**Informational Text****GSERI.5.7** – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**GSERI.5.10** – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently. **Language****GSEL.5.6** – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).**Speaking and Listening****GSESL.5.6** – Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. **Writing****GSEW.5.7** – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |

***Academic Language***

**Academic Language** is the specialized vocabulary associated with instruction and mastery of academic content and tasks.

The words listed below reflect the ***minimum*** vocabulary necessary for students to become proficient with grade-level standards.

|  |  |  |  |
| --- | --- | --- | --- |
| **First Nine Weeks** | **Second Nine Weeks** | **Third Nine Weeks** | **Fourth Nine Weeks** |
| **Literature*** Detail
* Example
* Quote
* Text
* Inference
* Theme
* Story
* Drama
* Poem
* Compare
* Contrast
* Character
* Setting
* Event
* Summarize

**Informational Text*** Historical Text
* Scientific Text
* Technical Text
* Quote
* Explicitly
* Inference
* Reason
* Evidence

**Foundational Skills*** Accuracy
* Fluency
* Comprehension
* Expression

**Language*** Convention
* Capitalization
* Punctuation
* Spelling
* Comma
* Introductory
* Sentence
* Question
* Underlining
* Quotation Marks
* Italics
* Titles
* References
* Clarify
* Multiple-Meaning Words
* Phrases
* Strategies
* Context
* Cause/Effect
* Comparisons

**Speaking and Listening*** Engage
* Collaborative
* Discussions
* One-on-One
* Groups
* Diverse
* Partners
* Topics
* Expressing
 | **Literature*** Point of View
* Compare
* Contrast
* Speaker
* Narrator

**Informational Text*** Main Idea
* Key Detail
* Infer
* Text
* Summarize
* Point of View

**Foundational Skills*** Decode
* Syllable
* Root
* Affix
* Multisyllabic Word

**Language*** Conjunction
* Interjection
* Preposition
* Perfect Tense Verb
* Verb Tense
* Correlative Conjunction

**Speaking and Listening*** Discussion
* Elaborate
* Remark
* Sequencing Ideas
* Relevant Fact
* Topic
* Summarize
* Reason
* Evidence
 | **Literature*** Figurative Language
* Simile
* Metaphor
* Chapter
* Scenes
* Stanza
* Story
* Drama
* Poem

**Informational Text*** Compare
* Contrast
* Chronology
* Compare
* Cause
* Effect
* Problem
* Solution
* Event
* Topic

**Foundational Skills*** Poetry
* Appropriate Rate
* Accuracy
* Expression

**Language*** Figurative Language
* Simile
* Metaphor
* Idiom
* Adage
* Synonym
* Antonym
* Homograph

**Speaking and Listening*** Multimedia
* Graphics
* Visual Display
 | **Literature*** Story
* Poetry
* Tone
* Graphic Novel
* Fiction
* Folktale
* Myth

**Informational Text*** Print Sources
* Digital Sources
* Technical Text

**Foundational Skills*** Purpose

**Language*** Expand Sentences
* Combine Sentences
* Reduce Sentences
* Compare
* Contrast
* Dialect
* Register
* Reference Materials
* Pronunciation

**Speaking and Listening*** Formal English
 |